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ABSTRACT

The statewide student assessment programs of the 15 member states of the Southern Regional Education Board (SREB) in the 1987-88 school year are described. Individual summaries of the testing programs provide information on the types of tests used in the SREB states--Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia--at each grade level. During the 1987-88 school year, every state in the SREB except one administered a criterion-referenced test to its students on a statewide basis. Every state used a norm-referenced test of some kind in 1987-88. No more than 3 of the 15 states used the same "national" test; for nearly half of these states, the test used in 1987 was not the same as that used in 1983. In 10 states, students had to pass a graduation examination to receive a high school diploma. Three states administered tests at every grade level from kindergarten through grade 12, while 3 tested at 10 grade levels, 1 tested at 8 levels, 3 tested at 7 levels, and 2 tested at only 3 levels. While Georgia became the first state in the country to require a norm-referenced test of readiness for the first grade, North Carolina discontinued testing grades 1 and 2, and Mississippi discontinued testing kindergartners. With more testing today than ever before, there are many questions about what kinds of tests and what degree of testing is best for students, schools, and states that the SREB urges member states to study. Twenty-four data tables and one graph provide the state testing statistics. (SLD)

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Measuring Student Learning: Statewide Student Assessment Programs in the SREB States

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Stephanie A. Korcheck

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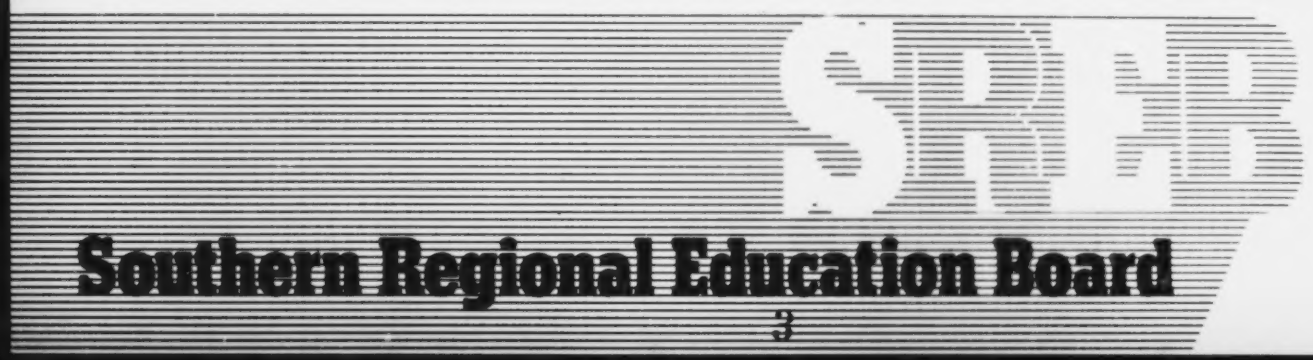


Measuring Student Learning:
Statewide Student Assessment Programs in the SREB States

- During the 1987-88 school year, every Southern Regional Education Board state except one administered a criterion-referenced test to its students on a statewide basis.*
- Every SREB state used a national norm-referenced test of some kind in 1987-88.* The results from these tests in 1987 indicated that student achievement was at or above the national average in virtually every SREB state at every grade level in every subject area tested.
- In the 15 SREB states, no more than three states used the same "national" test. For example, at the eighth grade five SREB states used national norm-referenced tests and each used a different test. By 1987, nearly half of the SREB states that were using a norm-referenced test in 1983 had dropped the test they were using and had adopted a new test.
- In 10 of the SREB states, students graduating in 1988 had to pass a graduation examination to be eligible to receive a high school diploma.
- Three states (Kentucky, Virginia, and West Virginia) administered tests at every grade level, kindergarten through 12th grade; three states (Alabama, Georgia, and South Carolina) tested at ten grade levels; one state (Tennessee) tested at eight grade levels; three states (Louisiana, Maryland, and Mississippi) tested at seven grade levels. North Carolina and Oklahoma tested students at the fewest grade levels, three.
- Georgia became the first state in the nation to require all students seeking to enter 1st grade to take a norm-referenced test to assist teachers in determining readiness for 1st grade. In 1987, North Carolina discontinued its testing of 1st- and 2nd-grade students; beginning in 1988, kindergarten students in Mississippi were no longer being tested.

In 1981, the Southern Regional Education Board recommended a comprehensive set of twenty-five proposals to improve the quality of education through higher standards for teaching and learning, and closer ties between colleges and schools. These specific proposals, put forward in SREB's The Need for Quality, helped its fifteen member states begin and lead what was to become a national reform movement in education. By 1983 the SREB states were reporting on broad scale reform efforts already underway in the region (Meeting the Need for Quality, SREB, 1983). By nearly any measure, educational progress in these states has been dramatic since the early 1980s.

--Winfred L. Godwin, President
Southern Regional Education Board

State leaders in government and education recognized early on that to sustain public support for educational improvements, they must be able to demonstrate that students are learning more. As a result states have adopted numerous "accountability" measures. Two of the most obvious results of these state actions are: 1) states have or are establishing "report

*Criterion-referenced tests and norm-referenced tests are discussed on page 2.

card" systems to assess the quality or progress of learning in schools and/or school districts, and 2) states have increased the number of grades at which students are tested and/or the kinds and number of tests. (Table 1 on page 5, Table 2 on pages 6-8, and "Individual Summaries of Statewide Testing Programs in the SREB States" on pages 11-27 provide information on the types of tests used in the SREB states at each grade level.) Every SREB state has expanded its student testing program. States are measuring how student achievement compares to curriculum and instructional goals, how achievement compares to that of previous students, how achievement compares to students within the various school districts of the state, and how their students' achievement compares to that of students nationally.

Many leaders in government and education are pointing out that test scores alone do not provide a complete picture of student, school, or state achievement. Other socioeconomic and demographic data must be taken into account when judging the effectiveness of individual schools and school systems. However, students' scores on various achievement tests are generally viewed as one of the most important factors in determining whether educational reform efforts are working.

SREB states currently administer two types of standardized tests to measure student achievement--criterion-referenced tests and norm-referenced tests. Criterion-referenced tests (CRT) are developed by each state to determine whether students have attained an identified standard or level of mastery in the specific skill areas identified by educators in the state as being essential for success. State-by-state comparisons of CRT results are not possible because each state designs its own test to reflect its curriculum goals and the standard or level of mastery varies from state to state. An example of a CRT is the graduation test required in many states for students to be eligible to receive a high school diploma. CRT results are often used to develop individualized remedial programs for students, to assist in promotion decisions, and to identify strengths and weaknesses in the curriculum.

Norm-referenced tests (NRT) are developed by private testing companies to measure general student achievement in broad content areas, based on a nationwide review of textbooks and curriculum guides. National averages, commonly referred to as norms, are obtained through a process that involves administering the test to a national sample of students selected on the basis of several demographic factors, such as geographic area, socioeconomic level, ethnicity, urban/rural location, and other identifiable differences existing among students and schools. The norms generated by this process become the benchmark against which districts and states compare their students' performance. The "national average" on a test is revised only about every seven or eight years; progress is measured across grade levels and across years against that "national average."

Norm-referenced tests have been widely used in the 1980s. Every SREB state administers a norm-referenced test of some kind. However, in the 1987-88 school year, no more than three states used any one test, and when use is broken down by grade level, there was even less

consensus. At the eighth grade, for example, five SREB states used norm-referenced tests and five different tests were used. For the ninth grade, seven states administered five different tests (See Table 3 on page 9).

Results from norm-referenced tests are reported in a variety of ways, based upon the statistical method(s) chosen by each state. The various methods of reporting scores--percentiles, grade equivalents, normal curve equivalents, etc.--and the fact that scores are compared to a national average that is often several years old have resulted in confusion and skepticism over the results of some of these tests.

SREB was among the first to point out that student achievement as measured by norm-referenced tests was at or above the national average for nearly every state. The 1984 SREB report, Measuring Educational Progress in the South: Student Achievement, disclosed that 9 of the 11 SREB states using a norm-referenced test in elementary grades had student ahcievement at or above the national average. In June, 1986, SREB first described this situation in which student achievement in nearly all states was reported to be at or above the national averages as the "Lake Wobegon effect"--descriptive of Garrison Keillor's mythical town where all children are above average (Michael Jennings, "Expert finds problems with achievement tests," The Birmingham News, June 29, 1986). A 1987 report by Friends of Education, Inc. cited above-average norm-referenced test scores for 1985-86 from around the nation and made several assertions about the reasons for and meaning of the "Lake Woebegon effect." SREB's latest review of 1986-87 norm-referenced test scores (contained in this report on pages 33-53) shows that student achievement was at or above the national average in virtually every SREB state at every grade level in every subject area tested.

SREB's 1984 findings led it to initiate a pilot project with eight states (Arkansas, Florida, Louisiana, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia) and the National Assessment of Educational Progress to enable states to know how their students' achievement compares to current and truly national results and--for the first time ever--to students' achievement in other states. A successful three-year pilot project by the eight SREB states and the National Assessment of Educational Progress demonstrated the feasibility and potential of this new kind of testing program. The 1987 student achievement scores that show virtually every state is at or above the "national average" further confirms the need for this new kind of assessment. In 1990 every state will be able to participate in an nationwide program similar to that begun by the eight SREB states. The new program of the National Assessment of Educational Progress will be launched with testing of mathematics at grade eight. This will be the first in a series of assessments to provide state-by-state results in several subject areas. The Southern Regional Education Board has recommended to its member states that they "should be in the first group of states to participate in the nationwide assessment program."

With more testing today than ever before, there are legitimate questions about what kinds of tests and what degree of testing is best for students, schools, and states. For example, are students in Kentucky, Virginia, and West Virginia better off because these states use standardized tests at every grade? What about students in those states that use standardized tests in only three or four grades, such as North Carolina and Oklahoma? Do the tests in use provide an accurate measure of student achievement? Is useful information provided to students, parents, teachers, and government leaders?

These kinds of questions led SREB to recommend that states should evaluate the purposes and priorities of their testing programs to ensure that the programs are effective and the results useful in improving student learning. The emphasis on student achievement in this era of educational reform is understandable--student learning is the single most important outcome of educational reform. Unless states can demonstrate in clear, compelling terms what students are learning--where they are doing well, where they need help--state leaders will not be able, for very long, to raise salaries, reduce class sizes, add computers and books, and develop special programs for gifted students and for students needing remedial help.

TABLE 1

Tests Administered on a Statewide Basis in the SREB States,
By Grade Level and Type of Test,
1987-88 Administrations

	K	1	2	3	4	5	6	7	8	9	10	11	12	Graduation
Alabama		NRT	NRT	CRT	NRT	NRT	CRT	NRT	NRT	CRT	NRT			Yes
Arkansas				CRT	NRT		CRT	NRT	CRT		NRT			No
Florida				NAEP/CRT		CRT		NAEP	CRT		CRT			Yes
Georgia	NRT	CRT	NRT	NAEP/CRT	NRT		CRT	NRT/NAEP	CRT	NRT		NAEP		Yes
Kentucky[a]	CRT	CRT	CRT	CRT	CRT	CRT	CRT	CRT	CRT	CRT	CRT	CRT	CRT	No
Louisiana	NRT			CRT	NRT	CRT	NRT	CRT		NRT				No[b]
Maryland				NRT		NRT			NRT	CRT	CRT	CRT	CRT	Yes
Mississippi	NRT[c]	NRT		CRT	NRT	CRT	NRT		CRT					Yes
North Carolina				NRT/CRT			NRT/CRT		NRT/CRT					Yes
Oklahoma				NRT				NRT			NRT			No
South Carolina		CRT (2)	CRT	CRT	NRT	NRT	CRT	NRT	CRT	NRT		NRT		Yes
Tennessee			NRT	CRT		NRT	CRT	NRT	CRT	NRT			NRT	Yes
Texas[a]		CRT		CRT		CRT		CRT		CRT				Yes
Virginia	NRT/CRT	NRT/CRT	CRT	CRT	NRT/CRT	CRT	CRT (2)	CRT	NRT/CRT	CRT	CRT	NRT/CRT	CRT	Yes[d]
West Virginia	CRT	CRT	CRT	NRT/CRT	CRT	CRT	NRT/CRT	CRT	CRT (2)	NRT/CRT	CRT (2)	NRT/CRT	CRT	No

CRT = Criterion-Referenced Test

NRT = Norm-Referenced Test

NAEP = National Assessment of Educational Progress

[a] Kentucky and Texas equate their criterion-referenced tests to a norm-referenced test in order to make national comparisons.

[b] Effective with the Class of 1992, students in Louisiana will be required to pass a high school graudation test.

[c] Effective with the 1988-89 school year, kindergarten students in Mississippi are no longer required to take the norm-referenced test.

[d] Effective July 1, 1988, students in Virginia are no longer required to pass a high school graduation test.

SOURCE: Information from student assessment divisions in the state departments of education, April/May 1988.

TABLE 2

Subject Area Tests Administered on a Statewide Basis in the SREB States,
By Grade Level and Subject Area, 1987-88 Administrations

State	Test	Grades Tested	Subjects Tested
Alabama	Stanford Achievement Test, 1982	1, 2, 4, 5, 7, 8, 10	reading, language, mathematics, science, social studies, listening
	AL Basic Competency Test	3, 6, 9	reading, language, writing, mathematics
	AL High School Graduation Examination	high school graduation	reading, language, mathematics
Arkansas	Minimum Performance Tests	3, 6, 8 6, 8	reading, mathematics language arts, science, social studies
	Metropolitan Achievement Tests, 1985	4, 7, 10	reading, language arts, mathematics, science, social studies, higher order thinking skills
Florida	State Student Assessment Test, Part I	3, 5, 8, 10 5, 8, 10	reading, writing, mathematics economics
	National Assessment of Educational Progress, normed with each administration	3, 7	subset of reading test items
	State Student Assessment Test, Part II	high school graduation	reading, writing, mathematics
Georgia	California Achievement Tests, 1985	K	visual recognition, sound recognition, mathematics concepts and applications
	Criterion-Referenced Tests	1, 3, 6, 8 (optional 2, 4) 6, 8	reading, mathematics writing
	Iowa Tests of Basic Skills, 1985	2, 4, 7	reading, language, mathematics, science, social studies, work study skills
	National Assessment of Educational Progress, normed with each administration	3, 7, 11	vary with each administration
	Tests of Achievement and Proficiency, 1985	9	reading, language, mathematics, science, social studies, work study skills
	GA Basic Skills Tests	high school graduation	reading, writing, mathematics
Kentucky	KY Essential Skills Test (equated with Comprehensive Tests of Basic Skills, 1981)	K-12	reading, writing, mathematics, spelling, reference skills

TABLE 2 (continued)

State	Test	Grades Tested	Subjects Tested
Louisiana	Kindergarten Developmental Readiness Screening Program (districts choose state-approved norm-referenced test)	K	developmental skills, such as cognitive, motor, and social skills; and visual and auditory discrimination
	Criterion-Referenced Test	3, 5, 7	English/language arts, mathematics
	California Achievement Tests, 1985	4, 6, 9	reading, language, mathematics, science, social studies, spelling, study skills
	LA Graduation Examination (effective with Class of 1992)	high school graduation	reading, English/language arts, mathematics, science, social studies
Maryland	California Achievement Tests, 1976	3, 5, 8	reading comprehension, language, mathematics
	MD Functional Reading and Mathematics Tests; MD Writing Test; MD Test of Citizenship Skills	9-12; high school graduation	reading, writing, mathematics, citizenship
Mississippi (see note)	Stanford Achievement Test, 1982	K, 1, 4, 6	reading, language, mathematics, science, social science, listening, using information
	Basic Skills Assessment Program	3, 5, 8	reading, written communication, mathematics
	Functional Literacy Examination	high school graduation	reading, written communication, mathematics
North Carolina	California Achievement Tests, 1985	3, 6, 8	reading, language, mathematics
	NC Science and Social Studies Tests	3, 6, 8	science, social studies
	NC Writing Essay	6, 8	writing composition
	NC Competency Test	high school graduation	reading, writing, mathematics
Oklahoma	Metropolitan Achievement Tests (MAT), 1985	3, 7, 10	reading, language arts, mathematics science, social studies
	MAT Writing Test, 1985	7, 10	writing
South Carolina	Cognitive Skills Assessment Battery	1	reading, writing, mathematics
	Basic Skills Test	1, 2, 3, 6, 8 6, 8	reading, mathematics writing
	Comprehensive Tests of Basic Skills, 1981	4, 5, 7, 9, 11	reading, language, mathematics, science, social studies, spelling, reference skills
	Basic Skills Examination	high school graduation	reading, writing composition, mathematics

TABLE 2 (continued)

State	Test	Grades Tested	Subjects Tested
Tennessee	Stanford Achievement Test, 1982	2, 5, 7	reading, language, mathematics, science, social studies, listening
	Basic Skills First Achievement Test	3, 6, 8	reading, mathematics
	Stanford Test of Academic Skills, 1982	9, 12	reading, English, mathematics, science, social science
	TN Proficiency Test	high school graduation	language arts, mathematics
Texas	TX Educational Assessment of Minimum Skills (equated with Metropolitan Achievement Tests, 1985)	1, 3, 5, 7, 9; high school graduation	reading, writing, mathematics
Virginia (see note)	Readiness Assessment (districts choose state-approved norm-referenced test)	K or 1	language and number skills
	Standards of Learning Assessment Program	K-12	language arts, mathematics, science, social studies, health, physical education, art, music, foreign language
	Iowa Tests of Basic Skills, 1985	4, 8	reading comprehension, language, mathematics, science, social studies, vocabulary, work study skills
	Literacy Testing Program	6	reading, writing, mathematics
	Tests of Achievement and Proficiency, 1985	11	reading comprehension, written expression, mathematics, science, social studies, using information
	VA Minimum Competency Test	high school graduation	reading, mathematics
West Virginia	Learning Outcomes Testing Program (currently being field tested)	K-12	reading, mathematics, science, music (plans for items in all instructional areas)
	Comprehensive Tests of Basic Skills, 1981	3, 6, 9, 11	reading, language arts, mathematics, science, social studies, spelling, reference skills
	Writing Assessment	8, 10	written essay

NOTE: Effective with the 1988-89 school year, kindergarten students in Mississippi are no longer required to take the Stanford Achievement Test and students in Virginia are no longer required to take the Virginia Minimum Competency Test to be eligible to graduate from high school.

SOURCE: Information from student assessment divisions in the state departments of education, April/May 1988.

TABLE 3

Statewide Norm-Referenced Testing Programs in Grades K-12 in the SREB States,
1987-88 Administrations

3	California Achievement Tests (CAT-85), normed 1985 -- Georgia, Louisiana, North Carolina
1	California Achievement Tests (CAT-76), normed 1976 -- Maryland
3	Comprehensive Tests of Basic Skills (CTBS), normed 1981 -- Kentucky, South Carolina, West Virginia
3	Metropolitan Achievement Tests (MAT), normed 1985 -- Arkansas, Oklahoma, Texas
3	Stanford Achievement Test (SAT), normed 1982 -- Alabama, Mississippi, Tennessee
2	Iowa Tests of Basic Skills (ITBS), normed 1985 -- Georgia, Virginia
2	Tests of Achievement and Proficiency (TAP), normed 1985 -- Georgia, Virginia
1	Stanford Test of Academic Skills (TASK), normed 1982 -- Tennessee

Grade	Number of States	Number of Tests	States	Test/Number of States
K	5	3	GA, KY, LA*, MS, VA*	CAT-85/1, CTBS/1, SAT/1
1	5	3	AL, KY, MS, TX, VA*	SAT/2, CTBS/1, MAT/1
2	4	3	AL, GA, KY, TN	SAT/2, CTBS/1, ITBS/1
3	6	4	KY, MD, NC, OK, TX, WV	CTBS/2, MAT/2, CAT-85/1, CAT-76/1
4	8	5	AL, AR, GA, KY, LA, MS, SC, VA	CTBS/2, ITBS/2, SAT/2, CAT-85/1, MAT/1
5	6	4	AL, KY, MD, SC, TN, TX	CTBS/2, SAT/2, CAT-76/1, MAT/1
6	5	3	KY, LA, MS, NC, WV	CAT-85/2, CTBS/2, SAT/1
7	8	4	AL, AR, GA, KY, OK, SC, TN, TX	MAT/3, CTBS/2, SAT/2, ITBS/1
8	5	5	AL, KY, MD, NC, VA	CAT-76/1, CAT-85/1, CTBS/1, ITBS/1, SAT/1
9	7	5	GA, KY, LA, SC, TN, TX, WV	CTBS/3, CAT-85/1, MAT/1, TAP/1, TASK/1
10	4	3	AL, AR, KY, OK	MAT/2, CTBS/1, SAT/1
11	4	2	KY, SC, VA, WV	CTBS/3, TAP/1
12	2	2	KY, TN	CTBS/1, TASK/1

*For the kindergarten assessment in Louisiana and the kindergarten and 1st-grade assessments in Virginia, local school districts choose from among several state-approved norm-referenced tests.

NOTES: In addition to subject area tests, some states administer norm-referenced tests to measure general ability and/or higher order thinking skills, tests such as the Cognitive Abilities Test (COGAT) and the Otis-Lennon School Ability Test (OLSAT); these tests are not included in the summary presented above.

Kentucky and Texas equate state-developed criterion-referenced tests to a norm-referenced test to make national comparisons.

Effective with the 1988-89 school year, kindergarten students in Mississippi are no longer required to take the Stanford Achievement Test.

Two states concurrently administer the National Assessment of Educational Progress, which is normed with each administration: Florida, in reading only, in grades 3 and 7; and Georgia, in grades 3, 7, and 11.

SOURCE: Information from student assessment divisions in the state departments of education, April/May, 1988.

INDIVIDUAL SUMMARIES OF STATEWIDE TESTING PROGRAMS IN THE SREB STATES

The summaries that follow provide basic information for each of the SREB states that administer state-developed criterion-referenced tests and nationally norm-referenced tests on a statewide basis. Information includes who mandated that the test be given; when the test was first administered; the grades, subjects, and number of students tested; and the purpose in administering the test.

Similar information is provided for states that require students to pass an examination to be eligible to receive a high school diploma. The percentages of students taking the tests for the first time and passing the various subject areas of the graduation exams are also provided.

In terms of the number of students tested, the states have differing policies pertaining to the testing of handicapped and learning-disabled students, students with limited English proficiency, and students with individualized education plans. In many cases, these students are tested for diagnostic and instructional purposes, but their results are omitted when data are aggregated at the local and state levels.

SREB would like to thank staff of the division of student testing in each SREB state for verifying the information in these summaries. Table 2 provides an "at-a-glance" view of testing programs in the SREB states.

ALABAMA

State-Developed Test
Test: Alabama Basic Competency Test
Mandated By: State Board of Education
First Administered: 1980
Grades Tested: 3, 6, 9
Number of Students Tested: All students
Subjects: Reading, language, writing, mathematics
Purpose: Determine minimum competence; evaluate design of curriculum

Norm-Referenced Tests
Mandated By: State Board of Education
First Administered: 1974

Current Test: Stanford Achievement Test, Seventh Edition, normed 1982
First Administered: 1985
Grades Tested: 1, 2, 4, 5, 7, 8, 10
Number of Students Tested: All students
Subjects: Reading, language, mathematics, science, social studies, listening
Purpose: Assist teachers and administrators in planning instruction; evaluate student achievement in school systems and the state; compare students with their counterparts across the nation
NOTE: Due to funding restrictions, grade 7 was not tested in 1987

Current Test: Otis-Lennon School Ability Test
First Administered: 1985
Grades Tested: 1, 2, 4, 5, 7, 8, 10
Number of Students Tested: All students
Subject: Educational ability
Purpose: Determine ability range of Alabama students and compare performance with students nationwide in the same ability range
NOTE: Due to funding restrictions, grade 7 was not tested in 1987

Test Required for High School Diploma
Test: Alabama High School Graduation Examination
Mandated By: State Board of Education
Effective Date: Class of 1985
Subjects: Reading, language, mathematics
Percentage of First-Time Takers Passing, 1987: Reading--98%
Language--96%
Mathematics--97%

ARKANSAS

State-Developed Test
Test: Minimum Performance Tests
Mandated By: Legislature
First Administered: 1982
Grades Tested: 3, 6, 8
Number of Students Tested: All students
Subjects: Reading, mathematics; plus language arts, science, social studies in grades 6, 8
Purpose: Diagnostic information; promotion to grade 9; identify districts for state-monitored school improvement plans

Norm-Referenced Test
Mandated By: Legislature
First Administered: 1980

Current Test: Metropolitan Achievement Tests, Sixth Edition, normed 1985
First Administered: 1986
Grades Tested: 4, 7, 10
Number of Students Tested: All students
Subjects: Reading, language arts, mathematics, science, social studies, higher order thinking skills
Purpose: Provide a measure of how Arkansas education relates to what is happening across the country

Test Required for High School Diploma

None required

FLORIDA

State-Developed Test
Test: State Student Assessment Test, Part I
Mandated By: Legislature
First Administered: 1977
Grades Tested: 3, 5, 8, 10
Number of Students Tested: All students
Subjects: Reading, writing, mathematics
Grades Tested: 5, 8, 10
Number Tested: Sample
Subject: Economics
Purpose: Student promotions; extent to which state and districts are meeting standards; identify educational needs

Norm-Referenced Test
Mandated By: Legislature
First Administered: 1987

Current Test: Subset of National Assessment of Educational Progress reading test items, normed with each administration
First Administered: 1987
Grades Tested: 3, 7 (7th graders first tested in 1988)
Number of Students Tested: All students
Subject: Reading
Purpose: To obtain information to make inter-school, inter-district, inter-regional, and state comparisons to national results on a nationally-normed test

Test Required for High School Diploma
Test: State Student Assessment Test, Part II
Mandated By: Legislature
Effective Date: Class of 1979
Subjects: Communications (reading, writing), mathematics
Percentage of First-Time Takers Passing, 1987: Communications--88%
Mathematics--82%

State-Developed Test
Test: Criterion-Referenced Tests
Mandated By: Legislature/State Board of Education
First Administered: 1976
Grades Tested: 1, 3, 6, 8; optional in grades 2, 4
Number of Students Tested: All students
Subjects: Reading, mathematics; plus writing in grades 6, 8
Purpose: Identify individual weaknesses; identify strengths and weaknesses of certain groups; select curriculum materials; counsel students; report to parents

Norm-Referenced Tests
Mandated By: Legislature
First Administered: 1971

Current Test: Kindergarten Readiness Program using the California Achievement Tests, Form E, normed 1985 (scores and teacher's evaluation of student's achievement of state curriculum objectives used to determine readiness)
First Administered: 1988
Grade Tested: K
Number of Students Tested: All students
Subjects: Visual recognition, sound recognition, mathematics concepts and applications
Purpose: Identify those children who need instructional assistance prior to entering the first grade

Current Test: Iowa Tests of Basic Skills, Form G, normed 1985
First Administered: 1986
Grades Tested: 2, 4, 7
Number of Students Tested: All students
Subjects: Reading, language, mathematics, science, social studies, work study skills
Purpose: Determine level at which students, school districts, and the state are performing in comparison to the national average

Current Test: Tests of Achievement and Proficiency, Form G, normed 1985
First Administered: 1986
Grade Tested: 9
Number of Students Tested: All students
Subjects: Reading, language, mathematics, science, social studies, work study skills
Purpose: Determine level at which students, school districts, and the state are performing in comparison to the national average

Current Test: National Assessment of Educational Progress, normed with each administration
First Administered: 1986
Grades Tested: 3, 7, 11
Number of Students Tested: Sample
Subjects: Vary with each administration
Purpose: Provide achievement data that can be compared to regional and national results; supplement data from the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency

Test Required for High School Diploma
Test: Georgia Basic Skills Tests
Mandated By: State Board of Education
Effective Date: Class of 1985
Subjects: Reading, writing, mathematics
Percentage of First-Time Takers Passing, 1987: Reading--91%
Writing--88%
Mathematics--80%

KENTUCKY

State-Developed Test
Test: Kentucky Essential Skills Test
Mandated By: Legislature
First Administered: 1986
Grades Tested: K-12
Number of Students Tested: All students
Subjects: Reading, writing, mathematics, spelling, reference skills
Purpose: Monitoring curriculum and providing direction for improvement

Norm-Referenced Test
Mandated By: Legislature
First Administered: 1982

Current Test: Kentucky Essential Skills Test equated with Comprehensive Tests of Basic Skills, Form U, normed 1981
First Administered: 1986
Grades Tested: K-12
Number of Students Tested: All students
Subjects: Reading, writing, mathematics, spelling, reference skills
Purpose: Monitoring curriculum and providing direction for improvement

NOTE: Legislation passed by the 1988 legislature requires that the Kentucky Essential Skills Test be discontinued. Students in grades 3, 5, 7, and 10 will be given a standardized, nationally-normed test. Also, legislation permits the use of an appropriate norm-referenced test at grades K, 1, and 2 to measure the need for extra academic help. This option will be applied to remain consistent with the program required in grades 3, 5, 7, and 10.

Test Required for High School Diploma

None required

LOUISIANA

State-Developed Test
Test: Criterion-Referenced Test
Mandated By: Legislature
First Administered: 1988
Grades Tested: 3, 5, 7
Number of Students Tested: All students
Subjects: English/language arts, mathematics
Purpose: Used as principal criteria for promotion and retention decisions, for identifying students for remediation purposes, and for planning instructional improvement

Norm-Referenced Tests
Mandated by: Legislature
First Administered: 1988

Current Test: Kindergarten Developmental Readiness Screening Program (Local districts choose one of several state-approved nationally-normed tests)
First Administered: 1988
Grades Tested: K
Number of Students Tested: All students
Subjects: Developmental skills, such as cognitive, motor, and social skills; and visual and auditory recognition
Purpose: Placement of students within a regular kindergarten classroom setting and planning their instructional programs to meet identified needs

Current Test: California Achievement Tests, Form F, normed 1985
First Administered: 1988
Grades Tested: 4, 6, 9
Number of Students Tested: All students
Subjects: Reading, language, mathematics, science, social studies, spelling, study skills
Purpose: Compare performance of Louisiana students against a national norm group

Test Required for High School Diploma
Test: Louisiana Graduation Examination
Mandated By: Legislature
Effective Date: Class of 1992
Subjects: Reading, English/language arts, mathematics, science, social studies
Percentage of First-Time Takers Passing, 1987: Not available; pilot testing will occur in the spring of 1989 and 1990

MARYLAND

State-Developed Test

Test: Maryland Functional Reading and Mathematics Tests, Maryland Writing Test, and Maryland Test of Citizenship Skills
Mandated By: State Board of Education
First Administered: 1979
Grades Tested: 9-12
Number of Students Tested: All students
Subjects: Reading, writing, mathematics, citizenship
Purpose: Certify students for high school graduation; diagnose basic skills for individuals and groups; determine effectiveness of instructional programs

Norm-Referenced Test

Mandated By: State Board of Education
First Administered: 1975

Current Test: California Achievement Tests, Form C, normed 1976
First Administered: 1981
Grades Tested: 3, 5, 8
Number of Students Tested: All students
Subjects: Reading comprehension, language, mathematics
Purpose: Determine effectiveness of programs; diagnostic evaluation for individual students, schools, school districts, and the state; compare performance of Maryland schools and districts

Test Required for High School Diploma

Test: Maryland Functional Reading and Mathematics Tests, Maryland Writing Test, and Maryland Test of Citizenship Skills
Mandated By: State Board of Education
Effective Date: Class of 1989
Subjects: Reading, writing, mathematics, citizenship
Percentage of First-Time Takers Passing, 1987-88 school year: Reading--93.1%
Writing--82.2%
Mathematics--68.3%
Citizenship--70.9%

MISSISSIPPI

State-Developed Test
Test: Basic Skills Assessment Program
Mandated By: Legislature
First Administered: 1986
Grades Tested: 3, 5, 8
Number of Students Tested: All students
Subjects: Reading, written communication, mathematics
Purpose: Assessment of basic skills

Norm-Referenced Test
Mandated By: State statute requires comparison of student achievement in Mississippi with that of students nationwide; use of a norm-referenced test was an administrative decision
First Administered: Information not available

Current Test: Stanford Achievement Test, Seventh Edition, normed 1982
First Administered: 1986
Grades Tested: K, 1, 4, 6 (Kindergarten students will not be assessed after 1987-88)
Number of Students Tested: All students
Subjects: Reading, language, mathematics, science, social science, listening, using information
Purpose: To provide a basis for comparisons among districts and the state with the nation, where appropriate

Test Required for High School Diploma
Test: Functional Literacy Examination
Mandated By: Legislature
Effective Date: Class of 1989
Subjects: Reading, written communication, mathematics
Percentage of First-Time Takers Passing, 1987: Not available; qualifying scores for passing the Functional Literacy Examination are being used for the first time in 1988

NORTH CAROLINA

State-Developed Tests
Test: North Carolina Science and Social Studies Tests
Mandated By: Legislature
First Administered: 1987
Grades Tested: 3, 6, 8
Number of Students Tested: All students
Subjects: Science, social studies
Purpose: Evaluate areas not tested with the California Achievement Tests

Test: North Carolina Writing Essay
Mandated By: Legislature
First Administered: 1984
Grades Tested: 6, 8
Number of Students Tested: All students
Subjects: Writing compostition
Purpose: To evaluate writing by assessing it directly

Norm-Referenced Test
Mandated By: Legislature
First Administered: 1978

Current Test: California Achievement Tests, Form E, normed 1985
First Administered: 1986
Grades Tested: 1, 2, 3, 6, 8 (Grades 1 and 2 were not assessed after 1987)
Number of Students Tested: All students
Subjects: Reading, language, mathematics
Purpose: Obtain general measures of performance; compare performance of North Carolina students to that of students in the same grade level throughout the nation; provide specific information to help teachers, parents, and students obtain indicators of each student's learning strengths and difficulties

Test Required for High School Diploma
Test: North Carolina Competency Test
Mandated By: Legislature
Effective Date: Class of 1980
Subjects: Reading, writing, mathematics
Percentage of First-Time Takers Passing, 1987: Reading--94.4%
Writing (objective)--88.7%
Writing (essay)--91.0%
Mathematics 90.6%

OKLAHOMA

State-Developed Test

None required

Norm-Referenced Tests
Mandated By: Legislature
First Administered: 1986

Current Test: Metropolitan Achievement Tests, Sixth Edition, normed 1985
First Administered: 1986
Grades Tested: 3, 7, 10
Number of Students Tested: All students
Subjects: Reading, language arts, mathematics, science, social studies
Purpose: Provide student data which, when combined with other pertinent information, will serve to evaluate the effectiveness of Oklahoma's public schools

Current Test: Metropolitan Achievement Test--Writing Test, Sixth Edition, normed 1986, 1987
First Administered: 1987
Grades Tested: 7 (added in 1988), 10
Number of Students Tested: All students
Subject: Writing
Purpose: Provide student data which, when combined with other pertinent information, will serve to evaluate the effectiveness of Oklahoma's public schools

Test Required for High School Diploma

None required

SOUTH CAROLINA

State-Developed Tests
Test: Cognitive Skills Assessment Battery
Mandated By: Legislature
First Administered: 1979
Grade Tested: 1
Number of Students Tested: All students
Subjects: Readiness skills prerequisite to reading, writing, and mathematics
Purpose: Determine student readiness to enter first grade

Test: Basic Skills Test
Mandated By: Legislature
First Administered: 1981
Grades Tested: 1, 2, 3, 6, 8 (Grade 11 was tested 1982-85)
Number of Students Tested: All students
Subjects: Reading, mathematics; plus writing for grades 6, 8
Purpose: Identify student deficiencies for instructional improvement

Norm-Referenced Test
Mandated By: Legislature
First Administered: 1983

Current Test: Comprehensive Tests of Basic Skills, Form U, normed 1981
First Administered: 1983
Grades Tested: 4, 5, 7, 9, 11
Number of Students Tested: All students
Subjects: Reading, language, mathematics, science, social studies, spelling, reference skills
Purpose: To compare the performance of students in South Carolina with the performance of a national sample of students

Test Required for High School Diploma
Test: Basic Skills Examination
Mandated By: Legislature
Effective Date: Class of 1990
Subjects: Reading, writing composition, mathematics
Percentage of First-Time Takers Passing, 1987: 53.7% of 10th-grade, first-time takers passed all three subtests

TENNESSEE

State-Developed Test
Test: Basic Skills First Achievement Test
Mandated By: Legislature/State Board of Education
First Administered: 1985
Grades Tested: 3, 6, 8
Number of Students Tested: All students
Subjects: Reading, mathematics
Purpose: Determine students' mastery of objectives identified in the Basic Skills First curriculum

Norm-Referenced Tests
Mandated By: Legislature/State Board of Education
First Administered: 1985

Current Test: Stanford Achievement Test, Seventh Edition, normed 1982
First Administered: 1985
Grades Tested: 2, 5, 7
Number of Students Tested: All students
Subjects: Reading, language, mathematics, science, social studies, listening
Purpose: Indicate how the achievement of Tennessee students compares with that of students at the same grade level nationwide; provide school, school system, and state data on student performance

Current Test: Stanford Test of Academic Skills, Level 2, normed 1982
First Administered: 1985
Grades Tested: 9, 12
Number of Students Tested: All students
Subjects: Reading, English, mathematics, science, social science
Purpose: Indicate how the achievement of Tennessee students compares with that of students at the same grade level nationwide; provide school, school system, and state data on student performance

Test Required for High School Diploma
Test: Tennessee Proficiency Test
Mandated By: Legislature/State Board of Education
Effective Date: Class of 1983
Subjects: Language arts, mathematics
Percentage of First-Time Takers Passing, 1987: Language Arts--77.7%
Mathematics--90.1%
Both Parts--75.9%

TEXAS

State-Developed Test
Test: Texas Educational Assessment of Minimum Skills (TEAMS)
Mandated By: Legislature
First Administered: 1986
Grades Tested: 1, 3, 5, 7, 9
Number of Students Tested: All students
Subjects: Reading, writing, mathematics
Purpose: Assess basic skills for individual student information; provide performance data aggregated by school, school district, and state to include performance by demographic group and educational program

Norm-Referenced Test
Mandated By: Legislature (equate TEAMS with a norm-referenced test)
First Administered: Texas does not administer a norm-referenced test

Current Test: Texas Educational Assessment of Minimum Skills equated with the Metropolitan Achievement Test, Sixth Edition, normed 1985
First Administered: 1986
Grades Tested: 1, 3, 5, 7, 9
Number of Students Tested: All students
Subjects: Reading, writing, mathematics
Purpose: Predict how Texas students would rank in comparison with a national group had the national group taken the TEAMS tests

Test Required for High School Diploma
Test: Texas Educational Assessment of Minimum Skills
Mandated By: Legislature
Effective Date: Class of 1987
Subjects: Language arts (reading, writing), mathematics
Percentage of First-Time Takers Passing, October 1987: Language Arts--88%
Mathematics--68%

State-Developed Tests
Test: Standards of Learning Assessment Program
Mandated By: Legislature
First Administered: 1984 for language arts and mathematics; tests in other subject areas have been developed in subsequent years
Grades Tested: K-12
Number of Students Tested: School district option
Subjects: Language arts, mathematics, science, social studies, health, physical education, art, music, foreign language
Purpose: Resource materials for teachers

Test: Literacy Testing Program
Mandated By: Legislature
First Administered: 1988
Grade Tested: 6 (students in grades 7 and 8 who have not passed the test)
Number Tested: All students
Subjects: Reading, writing, mathematics
Purpose: To assure that each student demonstrates competence in reading, writing, and mathematics prior to advancing to ninth grade

Norm-Referenced Tests
Mandated By: Legislature/State Board of Education
First Administered: 1973

Current Test: Readiness Assessment (Local districts choose from among six state-approved norm-referenced tests)
First Administered: 1985
Grades Tested: K or 1
Number of Students Tested: All students
Subjects: Language and number skills
Purpose: Provide information to judge readiness for kindergarten/first grade; assist teachers in planning appropriate individual and group instructional activities consistent with students' needs; provide information for parent awareness and education

Current Test: Science Research Associates Achievement Series, Form 1, normed 1978
First Administered: 1981
Grades Tested: 4, 8, 11
Number of Students Tested: All students
Subjects: Reading, language arts, mathematics, science, social studies, educational ability
Purpose: Identify general academic needs of individual students and groups; redesign instructional methods as needed; measure the academic progress of students; compare the academic achievement of individuals and groups of Virginia students with that of students in the same grades across the country

NOTE: The Cognitive Abilities Test at grade 1, Iowa Tests of Basic Skills at grades 4 and 8, and Tests of Achievement and Proficiency at grade 11 were administered beginning in the 1987-88 school year

Test Required for High School Diploma
Test: Virginia Minimum Competency Test
Mandated By: Legislature
Effective Date: Class of 1981
Subjects: Reading, mathematics
Percentage of 10th-Grade First-Time Takers Passing, 1987: Reading--98%
Mathematics--98%
Both Parts--97%

NOTE: Effective July 1, 1988, students will no longer be required to pass the Virginia Minimum Competency Test to be eligible to receive a high school diploma

WEST VIRGINIA

State-Developed Tests

Test: Learning Outcomes Testing Program
Mandated By: State Board of Education
First Administered: Currently being field-tested
Grades Tested: K-12
Number of Students Tested: Discretion of teachers at school level
Subjects: Reading, mathematics, science, music (plans for items in all instructional areas)
Purpose: Assess student progress toward mastery of specified learning outcomes

Test: Writing Assessment
Mandated By: State Board of Education/Legislature
First Administered: 1985
Grades Tested: 8, 10
Number of Students Tested: All students
Subject: One written essay
Purpose: Determine instructional/curriculum needs and effectiveness

Norm-Referenced Tests

Mandated By: State Board of Education/Legislature
First Administered: 1963

Current Test: Comprehensive Tests of Basic Skills, Form U, normed 1981
First Administered: 1985
Grades Tested: 3, 6, 9, 11
Number of Students Tested: All students
Subjects: Reading, language arts, mathematics, science, social studies, spelling, reference skills
Purpose: Measure student achievement and progress within schools, school districts, and the state; compare West Virginia student achievement to that of students throughout the country

Current Test: Cognitive Abilities Test, Form 3, normed 1982
First Administered: 1985
Grades Tested: 3, 9
Number of Students Tested: All students
Subjects: Verbal, numerical, and spatial reasoning
Purpose: Obtain a measure of students' developed verbal and nonverbal reasoning skills relative to other students at the same grade level from throughout the country

Test Required for High School Diploma

None required

EXPLANATIONS OF TESTING TERMINOLOGY

The following information is intended to assist the reader in understanding the various terms presented in this report. The definitions and explanations were drawn and compiled from the various state reports on testing results. In addition to defining certain terms, one figure, "Common Testing Scales in Relation to the Normal Curve," is provided.

SREB appreciates the assistance of Thomas Fisher, Director of the Student Assessment Section of the Florida Department of Education, for his review of these explanations.

Grade Equivalent: *a test score often used to describe student performance on a commonly-available, norm-referenced test. It is popular because it is intuitively simple; however, grade equivalent scores are often misinterpreted. Grade equivalent scores are reported in terms of years and months; for example, 5.3 represents the third month of the fifth year of school. Typically, September is indicated by zero-tenths (.0) and June by nine-tenths (.9). Grade equivalent scores are derived by a process whereby the scores are estimated from the data which happen to be available; hence, a student's test score might be described as fifth grade, third month (5.3) even though no student in the norming sample ever took the test in the third month of fifth grade.*

While percentiles, normal curve equivalents, and stanines indicate relative standing within a particular grade level, grade equivalents extend across grade levels.

There are several limitations associated with grade equivalents:

- Units are not equal on different parts of the scale or from one test to another because growth in school subjects is uneven and patterns of growth vary from one subject to another.
- The raw scores corresponding to grade equivalents below grade three and above grade nine are often estimated (by extrapolation) rather than determined by measurement because younger students do not possess the skills needed to take the test and because growth in the basic skills usually tapers off in the 8th and 9th grade.
- The value of grade equivalent scores fluctuates considerably as a function of the raw score. For example, an increase of one raw score point can result in an increase of as little as 0.1 or as much as 1.6 grade equivalents, depending on the subtest.

Grade equivalents are often misinterpreted. If a 7th-grade student scores a 9.2 grade equivalent, it cannot mean that the student achieves at the 9th-grade level since 9th-grade content was not tested. Rather, it can only mean that the student's performance, in terms of the scale score, was theoretically equivalent to the typical performance of students in the norm group who had completed two months of the 9th grade.

Grade Mean Equivalent: *the grade and month in school where the group mean would be equal to the national mean; useful in describing "average" or "typical" student performance.*

Mean: *the "average" score obtained by adding all scores and dividing by the number of scores.*

The mean lends itself to the variety of mathematical computations required by most statistical procedures. It is often the preferred statistic when tracking growth over time.

The mean is greatly influenced by extreme scores and, in general, is pulled, or skewed, in the direction of extreme scores.

When fewer students make up a mean score, greater differences in scores from subtest to subtest and from year to year may be expected.

Median: *the "middle" score, halfway between the highest to lowest score.*

The median is often used to convey the "typical" score.

The median uses the relative position of scores rather than the value of the scores. It is primarily affected by the number rather than the size of the scores and is relatively free from distortion if the distribution contains extreme scores.

The Norm: *a statistical term which means the average performance of the group of students whose performance is used as baseline data. The norm is obtained by administering a test to a scientific sample of students throughout the nation who are often selected to represent a cross-section of geographic areas, socioeconomic levels, ethnic groups, urban/rural locations, and other differences that exist among students and schools.*

The norm is often misinterpreted as being the scoring level which is "normal" or "expected" for the average student at a particular grade level. No such meaning is implied or intended.

Normal Curve Equivalent: *a scale of 99 equal segments with a mean of 50; the scale coincides with the national percentile scale at 1, 50, and 99 (see Figure 1, page 32).*

Normal curve equivalents have many of the same characteristics as percentiles but, because they are on an equal-interval scale, they lend themselves to mathematical computations. This allows for meaningful comparisons between different subtests and different groups of students.

Percentile: *the percentage of students in the norming group whose scores fall below a given scale score; percentiles range from 1 to 99 (see Figure 1, page 32).*

Percentiles tell only how well an individual or group performed relative to some reference group; percentiles do not refer to the number of items answered correctly.

Percentiles cannot be added, subtracted, or averaged.

Percentiles can be based on the mean or median scale score of individuals, small groups (less than 50 students, i.e., classroom or building), and large groups (more than 50 students, i.e., building or system).

Raw Score: *the total number of correct responses for a single student on a given test.*

The raw score is often converted to a scaled score for reporting purposes.

Standard Scale Score: *a statistical conversion of the raw score to a scale; the standard scale score is primarily used as the basis to derive various other scores.*

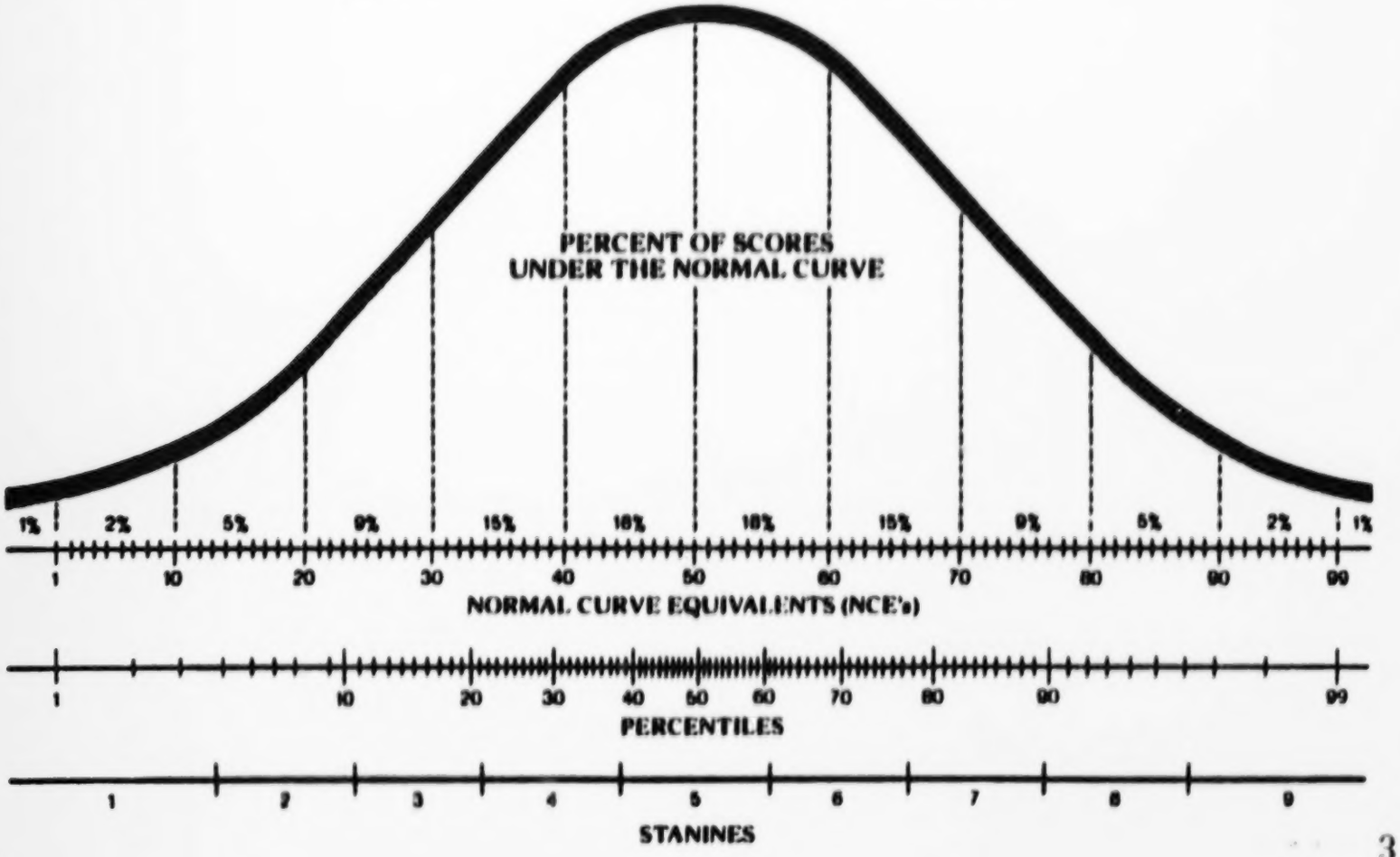
Scale scores have no meaning in and of themselves; however, they can easily be used for valid statistical comparisons since they can be added, subtracted, and averaged. This permits direct comparisons among classes, schools, or districts; the year-to-year growth of individuals or groups of students in each subject area can also be tracked.

Since subject areas on a test are "scaled" separately, scale scores cannot be compared between different subtests and subject areas.

Stanine: *a standard scale of nine units with a mean of five, where stanines 9-7 are above average, stanines 6-4 are average, and stanines 3-1 are below average (see Figure 1, page 32).*

FIGURE 1

Common Testing Scales in Relation to the Normal Curve



SOURCE: Adapted from "Kentucky Essential Skills Test Statewide Testing Results, Spring, 1987," p. 196.

TEST RESULTS FROM SREB STATES ADMINISTERING NATIONALLY-STANDARDIZED NORM-REFERENCED TESTS DURING THE 1986-87 SCHOOL YEAR

The data that follow were taken directly from reports and press releases provided by the state departments of education. To the extent possible, the data are presented as they appeared in the reports. In some instances, it was necessary to contact the states directly for clarification of test content, the number of students tested, and explanation of terms.

As one can see, the amount of information provided varies greatly from state to state. No attempt was made to make presentation of the data uniform.

SREB would like to thank staff of the division of student testing in each SREB state for providing and verifying the information presented in these tables.

ALABAMA--TABLE 1 OF 3
Stanford Achievement Test, Seventh Edition, normed 1982
Administered: April 1987

Grade	Total Reading					Total Language					Total Mathematics				
	Number Tested*	Mean Scale Score	Natl Group PR-S	Mean Natl NCE	Natl Indv PR-S	Number Tested*	Mean Scale Score	Natl Group PR-S	Mean Natl NCE	Natl Indv PR-S	Number Tested*	Mean Scale Score	Natl Group PR-S	Mean Natl NCE	Natl Indv PR-S
1	54,723	517	58-5	51.9	54-5	----------b----------					55,256	533	47-5	51.4	53-5
2	49,406	577	52-5	50.5	51-5	----------b----------					49,228	572	53-7	50.9	53-5
4	52,347	622	47-5	49.9	50-5	52,130	642	74-6	54.0	58-5	51,892	626	76-6	54.9	58-5
5	48,080	639	48-5	48.8	48-5	48,960	656	63-6	52.5	55-5	48,690	653	68-6	55.2	60-6
8c	49,755	680	54-6	50.1	50-5	49,645	691	66-6	51.9	54-5	49,046	700	63-6	51.3	53-5
10d	47,281	691	52-5	49.6	47-5	46,598	707	72-6	52.8	55-5	47,309	718	67-6	52.1	54-5

Grade	Basic Battery Total					Complete Battery Total				
	Number Tested*	Mean Scale Score	Natl Group PR-S	Mean Natl NCE	Natl Indv PR-S	Number Tested*	Mean Scale Score	Natl Group PR-S	Mean Natl NCE	Natl Indv PR-S
1	----------e----------					----------f----------				
2	----------e----------					52,075	---g	---g	53.4	56-5
4	51,570	---g	---g	51.9	54-5	----------f----------				
5	48,524	---g	---g	51.2	52-5	48,464	---g	---g	51.1	52-5
8	48,907	---g	---g	50.7	51-5	48,696	---g	---g	50.1	50-5
10	47,327	---g	---g	50.9	52-5	47,090	---g	---g	50.0	50-5

ABBREVIATIONS: PR-S = Percentile Rank-Stanine
NCE = Normal Curve Equivalent

*Includes only those students who concurrently completed the Otis-Lennon School Ability Test
bSub-tests to derive data for Total Language do not exist at this grade level
cAt the 8th-grade level, Reading Comprehension scores are cited under Total Reading
dAt the 10th-grade level, Reading scores are cited under Total Reading, Total English scores are cited under Total Language, and Mathematics scores are cited under Total Mathematics
eData are not derived for Basic Battery Total at this grade level
fThe testing company provides data for Complete Battery Total, but the Alabama Department of Education does not report it because the Complete Battery is not tested statewide at this grade level
gNot available because test totals do not yield scaled scores

NOTE: The Alabama Department of Education cites data from the "Natl Indv PR-S" column when reporting results

SOURCES: "Skills Analysis for State of Alabama," The Psychological Corporation, Harcourt Brace Jovanovich, Inc., 1987.
Personal communication with Anne C. Hess, Coordinator, Student Assessment Section, Alabama Department of Education, March/April 1988.

ALABAMA--TABLE 2 OF 3
Stanford Achievement Test, Seventh Edition, normed 1982
Administered: Spring 1987

Grade	Total Reading: Number Tested[c]	Total Reading: Mean Indv PR	Total Language: Number Tested[c]	Total Language: Mean Indv PR	Total Mathematics: Number Tested[c]	Total Mathematics: Mean Indv PR	Total Basic Battery[a]: Number Tested[c]	Total Basic Battery[a]: Mean Indv PR	Total Complete Battery[b]: Number Tested[c]	Total Complete Battery[b]: Mean Indv PR
1	59,407	54	---d	---d	60,164	53	57,284	54	---b	---b
2	53,897	51	---d	---d	53,745	63	52,190	56	52,075	56
4	53,295	50	53,117	58	52,829	59	51,570	54	---b	---b
5	49,991	48	49,929	55	49,595	60	48,524	52	48,464	52
8	51,047	50	51,183	54	50,291	53	48,907	51	48,696	50
10	48,467	47	47,955	55	48,769	54	47,327	52	47,090	50

ABBREVIATION: PR - Percentile Rank

[a]Total Basic Battery consists of the following:
Grades 1, 2--Total Reading, Total Mathematics, Total Listening
Grades 4, 5, 8--Total Reading, Total Language, Total Mathematics, Total Listening
Grade 10--Total Reading, Total Language, Total Mathematics

[b]Total Complete Battery consists of the subtests in the Total Basic Battery and the Science and Social Science subtests; districts are not required to use the Science subtest in grades 1 and 4, therefore, a score for Total Complete Battery is not available at these grade levels

[c]Includes students who did not take the Otis-Lennon School Ability Test (these students were not included in "Number Tested" in TABLE 1 OF 3) and excludes certain handicapped students

[d]Sub-tests to derive data for Total Language do not exist at this grade level

SOURCES: "Alabama State Testing Program, Chief State School Officer Report," The Psychological Testing Corporation, Harcourt Brace Jovanovich, Inc., 1987.
Personal communication with Anne C. Hess, Coordinator, Student Assessment Section, Alabama Department of Education, March/April 1988.

ALABAMA--TABLE 3 OF 3
Stanford Achievement Test, Seventh Edition, normed 1982
Administered: April 1987

Percentage, by Grade, of Students by Stanine Groupings (Below Average, Average, and Above Average), Based on Mean Individual Percentile Ranks

Staninas	Normal Statistical Distribution	Total Reading						Total Language						Total Mathematics					
		1	2	4	5	8	10	1	2	4	5	8	10	1	2	4	5	8	10
1, 2, 3 (below avg)	23%	21%	20%	19%	22%	19%	20%	--a	--a	18%	17%	17%	14%	20%	14%	16%	15%	19%	16%
4, 5, 6 (average)	54	54	57	61	61	61	63	--a	--a	58	57	60	65	55	51	54	54	59	59
7, 8, 9 (above avg)	23	25	23	20	17	21	17	--a	--a	27	26	24	22	25	35	30	31	23	23

Staninas	Normal Statistical Distribution	Total Basic Battery						Total Complete Battery					
		1	2	4	5	8	10	1	2	4	5	8	10
1, 2, 3 (below avg)	23%	15%	13%	13%	14%	15%	14%	--b	12%	--b	14%	16%	15%
4, 5, 6 (average)	54	61	63	66	67	65	68	--b	63	--b	67	65	68
7, 8, 9 (above avg)	23	24	23	21	20	19	18	--b	24	--b	19	18	17

aSub-tests to derive data for Total Language do not exist at this grade level
bNot tested statewide

SOURCES: "Alabama State Testing Program, Chief State School Officer Report," The Psychological Testing Corporation, Harcourt Brace Jovanovich, Inc., 1987.
Personal communication with Anne C. Hess, Coordinator, Student Assessment Section, Alabama Department of Education, March/April 1988.

ARKANSAS--TABLE 1 OF 2
Metropolitan Achievement Tests, Sixth Edition, normed 1985
Administered: April-May 1987

National Percentile Ranks
(from Mean Normal Curve Equivalent)

Grade	Number Tested	Average Daily Attendance	Total Reading	Total Language	Total Mathematics	Total Basic Battery[a]
4	29,946	31,368	62	64	68	66
7	30,667	32,355	53	59	57	58
10	30,377	32,166	49	59	51	54

[a]The Total Basic Battery is a composite including all items in the Reading, Language, and Mathematics Tests

SOURCE: "Analysis and Interpretation of the Results of the Arkansas Norm-Referenced Testing Program, 1986-87," Arkansas Department of Education.

ARKANSAS--TABLE 2 OF 2
Metropolitan Achievement Tests, Sixth Edition, normed 1985
Administered: April-May 1987

Percent[a] of Scores in National Quartiles[b]

Grade	National Quartile	Total Reading	Total Language	Total Mathematics
4	76-99	33%	34%	43%
	51-75	30	31	27
	26-50	23	24	18
	1-25	14	10	13
7	76-99	26	33	28
	51-75	25	26	27
	26-50	27	25	26
	1-25	22	16	19
10	76-99	22	30	21
	51-75	24	28	25
	26-50	29	24	32
	1-25	24	17	23

[a]Percents may not add to 100 because of rounding
[b]Quartiles divide the range of percentiles into four equal parts; the top two quartiles demonstrate above-average performance

SOURCE: "Analysis and Interpretation of the Results of the Arkansas Norm-Referenced Testing Program, 1986-1987," Arkansas Department of Education.

GEORGIA--TABLE 1 OF 2

Grades 2, 4, 7: Iowa Tests of Basic Skills, Form G, normed 1985
Grade 9: Tests of Achievement and Proficiency, Form G, normed 1985
Administered: Spring 1987

Grade	Number Tested	Reading: Natl Mean Indy PR	Reading: Grade Equiv (GA/US)	Total Language: Natl Mean Indy PR	Total Language: Grade Equiv (GA/US)	Total Mathematics: Natl Mean Indy PR	Total Mathematics: Grade Equiv (GA/US)	Composite*: Natl Mean Indy PR	Composite*: Grade Equiv (GA/US)
2	81,769	61	2.9/2.7	71	3.4/2.7	73	3.2/2.7	68	3.1/2.7
4	76,627	53	4.8/4.7	59	5.1/4.7	62	5.0/4.7	57	4.9/4.7
7	74,754	51	7.7/7.7	53	7.8/7.7	54	7.7/7.7	53	7.7/7.7
9	73,901	47	10.0/9.7	50	10.1/9.7	44	10.0/9.7	49	10.2/9.7

ABBREVIATION: PR = Percentile Rank

*Consists of all subtests except Science and Social Studies

SOURCES: "1986-87 Student Assessment Test Results, Summary," Office of Evaluation and Personnel Development, Division of Assessment, Georgia Department of Education, June 1987.
Personal communication with Elizabeth Creech, Office of Evaluation and Personnel Development, Division of Assessment, Georgia Department of Education, March 1988.

GEORGIA--TABLE 2 OF 2

Grades 2, 4, 7: Iowa Tests of Basic Skills, Form G, normed 1985
Grade 9: Tests of Achievement and Proficiency, Form G, normed 1985
Administered: Spring 1987

Percentage of Students in Five Percentile Ranges
(Based on Composite Score*)

Percentile Range	Grade 2	Grade 4	Grade 7	Grade 9
80-99	34.3%	24.6%	20.0%	18.2%
60-79	19.8	22.0	22.1	19.8
40-59	19.8	20.8	23.9	22.2
20-39	17.2	19.3	17.9	22.5
1-19	8.9	13.3	16.1	17.3

*Consists of all subtests except Science and Social Studies

SOURCES: "1986-87 Student Assessment Test Results, Summary," Office of Evaluation and Personnel Development, Division of Assessment, Georgia Department of Education, June 1987.
Personal communication with Elizabeth Creech, Office of Evaluation and Personnel Development, Division of Assessment, Georgia Department of Education, March 1988.

KENTUCKY--TABLE 1 OF 2

Kentucky Essential Skills Test equated with
Comprehensive Tests of Basic Skills, Form U, normed 1980-81
Administered: Spring 1987

Grade	Number Of Cases	Reading Comprehension N	MNSS	SGE	MNCE	SNP	Language Total[a] N	MNSS	SGE	MNCE	SNP
1	53,882	53,845	506.9	2.1	56.1	61	[b]				
2	47,858	13,762	597.7	3.3	55.0	61	13,730	607.4	3.5	58.0	67
3	46,721	45,208	660.8	4.7	61.3	75	46,182	652.7	4.5	59.5	73
4	45,313	26,010	702.6	5.6	58.5	64	25,969	674.6	5.3	53.2	59
5	42,545	42,055	724.2	6.5	52.6	56	42,052	700.9	7.9	57.5	69
6	42,569	23,222	761.2	8.9	60.1	68	23,210	712.2	8.9	58.2	72
7	41,238	40,473	758.8	8.8	56.1	62	40,385	725.3	10.2	59.6	72
8	42,832	23,141	775.3	9.4	56.2	60	23,122	732.8	11.0	58.1	67
9	47,244	20,631	778.8	9.6	47.1	46	20,542	732.0	10.9	53.4	59
10	44,853	42,998	788.8	10.1	47.2	42	42,873	744.8	12.7	57.1	62
11	40,678	15,902	796.0	12.1	51.9	55	15,819	750.4	12.9	55.1	60
12	34,717	12,803	791.6	11.0	44.8	41	12,549	754.5	12.9	54.4	59

Grade	Number Of Cases	Mathematics Total N	MNSS	SGE	MNCE	SNP	Battery Total[c] N	MNSS	SGE	MNCE	SNP
1	53,882	53,819	551.0	2.5	67.2	78	[b]				
2	47,858	13,756	650.1	4.1	71.9	88	13,723	619.4	3.6	61.3	70
3	46,721	46,199	657.1	4.4	59.8	71	46,146	656.0	4.5	62.1	73
4	45,313	26,011	684.5	5.6	60.0	68	25,971	684.9	5.5	56.7	64
5	42,545	42,056	702.2	6.6	60.9	69	42,025	704.4	7.0	56.0	63
6	42,569	23,218	717.0	8.3	64.0	79	23,177	722.4	8.4	60.3	72
7	41,238	40,427	722.8	9.0	59.2	71	40,224	730.3	9.1	57.9	67
8	42,832	23,126	732.3	10.0	60.0	66	23,056	740.3	10.1	56.7	64
9	47,244	20,566	734.1	10.5	53.5	57	20,420	741.8	10.3	51.4	53
10	44,853	42,921	741.2	12.9	55.9	66	42,562	753.2	12.0	54.7	60
11	40,678	15,865	740.1	12.7	52.3	55	15,739	756.1	12.4	52.6	55
12	34,717	12,553	741.3	12.9	51.3	54	12,458	758.9	12.9	51.6	54

ABBREVIATIONS
N--Case Count/Section
MNSS--Mean of Achievement Scale Scores
SGE--Grade Equivalent of Mean of Achievement Scale Scores
MNCE--Mean of Normal Curve Equivalent Scores
SNP--National Percentile of Mean of Achievement Scale Scores

[a]The Kentucky Department of Education uses the heading "Writing" rather than "Language Total" when reporting results
[b]Sub-tests to derive data for Language Total do not exist at this grade level
[c]Battery Total is obtained by statistically combining the subtest scores for Reading Comprehension, Language Total, and Mathematics Total

NOTES: N, MNSS, SNP--At grade 1, computed for sections with achievement scale scores; at all other grades, computed for sections with achievement and anticipated achievement scores
SGE, MNCE--Computed for sections with achievement scale scores
The Kentucky Department of Education cites data from the "MNCE" column when reporting results

SOURCE: "Kentucky Essential Skills Test Statewide Testing Results, Spring 1987," Kentucky Department of Education.

KENTUCKY--TABLE 2 OF 2
Kentucky Essential Skills Test equated with Comprehensive Tests of Basic Skills, Form U, normed 1980-81
Administered: Spring 1987

Percent of Students At or Exceeding National Median (50th Percentile)

Grade	Reading Comprehension	Language Total[a]	Mathematics Total	Battery Total[b]
1	64.6%	---[c]	78.2%	---[c]
2	60.7	68.4%	85.2	70.3%
3	75.0	76.7	70.0	74.2
4	66.2	51.3	64.5	61.7
5	51.3	59.4	73.4	59.3
6	66.4	62.3	76.1	69.5
7	63.3	66.8	68.3	65.0
8	59.8	63.7	67.8	62.4
9	43.6	56.1	58.3	51.5
10	43.6	65.9	60.5	59.2
11	53.5	59.3	56.9	55.0
12	46.1	58.4	50.2	53.9

[a]The Kentucky Department of Education uses the heading "Writing" rather than "Language Total" when reporting results
[b]Battery Total is obtained by statistically combining the subtest scores for Reading Comprehension, Language Total, and Mathematics Total
[c]Sub-tests to derive data for Language Total do not exist at this grade level

SOURCE: "Kentucky Essential Skills Test Statewide Testing Results, Spring 1987," Kentucky Department of Education.

MARYLAND--TABLE 1 OF 1
California Achievement Tests, Form C, normed 1976
Administered: October-November 1986

Grade	Reading Comprehension Number Tested	Reading Comprehension MD/US Grade Equiv	Total Language Number Tested	Total Language MD/US Grade Equiv	Total Mathematics Number Tested	Total Mathematics MD/US Grade Equiv
3	39,636	3.7/3.3	39,546	3.8/3.4	39,569	3.5/3.1
5	36,431	6.1/5.5	36,417	7.3/5.6	36,392	6.0/5.3
8	37,852	10.0/8.4	37,544	10.2/8.3	37,735	9.8/8.5

NOTES. Grade Equivalents were computed from student data
State reporting requirements limited to reading, language, and mathematics

SOURCE. Unpublished data; personal communication with Steve Ferrara, Chief, Measurement, Statistics, and Evaluation Section, Maryland Department of Education, March/April 1988. (Report citing results was published in May, 1988.)

MISSISSIPPI--TABLE 1 OF 1
Stanford Achievement Test, normed 1982
Administered: April 1987

Grade	Total Reading					Total Language					Total Mathematics				
	Number Tested	Mean Raw Score	Mean Scale Score	Natl Group PR-S	Mean Natl NCE	Number Tested	Mean Raw Score	Mean Scale Score	Natl Group PR-S	Mean Natl NCE	Number Tested	Mean Raw Score	Mean Scale Score	Natl Group PR-S	Mean Natl NCE
K	31,983	56	432	39-4	46.5	----------[a]----------					32,195	31	464	28-4	45.9
1	44,241	84	521	65-6	53.2	----------[a]----------					44,338	57	530	41-5	49.9
4	37,685	71	618	35-4	47.9	37,562	64	638	62-6	52.0	37,534	70	620	56-5	50.7
6	34,214	78	646	38-4	48.6	34,151	72	667	61-6	51.7	34,123	77	664	60-6	50.7

Grade	Total Basic Battery					Total Complete Battery				
	Number Tested	Mean Raw Score	Mean Scale Score	Natl Group PR-S	Mean Natl NCE	Number Tested	Mean Raw Score	Mean Scale Score	Natl Group PR-S	Mean Natl NCE
K	----------[a]----------					31,504	152	---[b]	---[b]	47.5
1	----------[a]----------					43,560	226	---[b]	---[b]	51.7
4	37,017	254	NA[b]	NA[b]	49.5	36,985	327	---[b]	---[b]	49.3
6	33,637	280	NA[b]	NA[b]	49.1	33,477	358	---[b]	---[b]	48.9

ABBREVIATIONS: PR-S = Percentile Rank-Stanine
NCE = Normal Curve Equivalent

[a]Sub-tests to derive data for Total Language do not exist at this grade level
[b]Not available because test totals do not yield scaled scores

SOURCE: "Skills Analysis for State of Mississippi," The Psychological Corporation, Harcourt Brace Jovanovich, Inc., 1987.

NORTH CAROLINA--TABLE 1 OF 2
California Achievement Tests, Form E, normed 1985
Administered: Spring 1987

Grade	Number Tested[a]	Total Reading: Mean Scale Score	Total Reading: Grade Mean Equiv	Total Reading: Median Scale Score	Total Reading: Median Natl Indv PR	Total Reading: NCE	Total Language: Mean Scale Score	Total Language: Grade Mean Equiv	Total Language: Median Scale Score	Total Language: Median Natl Indv PR	Total Language: NCE
1[b]	86,050	522/516	1.7/1.7	528/510	57	53	564/557	1.8/1.7	566/559	53	55
2	80,946	623/622	2.7/2.7	636/631	53	52	653/644	2.9/2.7	661/649	60	56
3	79,892	677/674	3.8/3.7	684/680	54	52	686/676	4.7/3.7	691/681	60	56
6	80,413	734/732	6.9/6.7	737/736	50	51	718/711	8.1/6.7	721/714	56	54
8	84,168	758/758	8.7/8.7	760/760	49	50	731/726	9.4/8.7	733/730	53	52

Grade	Number Tested[a]	Total Mathematics: Mean Scale Score	Total Mathematics: Grade Mean Equiv	Total Mathematics: Median Scale Score	Total Mathematics: Median Natl Indv PR	Total Mathematics: NCE	Total Battery[c]: Mean Scale Score	Total Battery[c]: Grade Mean Equiv	Total Battery[c]: Median Scale Score	Total Battery[c]: Median Natl Indv PR	Total Battery[c]: NCE
1	86,050	557/526	2.0/1.7	562/525	71	61	----------[b]----------				
2	80,946	655/631	3.1/2.7	661/631	69	60	644/632	2.9/2.7	653/638	62	56
3	79,892	692/681	4.1/3.7	695/681	63	57	685/678	4.0/3.7	690/682	58	55
6	80,413	751/743	7.2/6.7	754/746	59	55	734/729	7.2/6.7	737/733	55	53
8	84,168	776/772	9.1/8.7	777/775	52	52	755/753	9.0/8.7	757/755	52	52

ABBREVIATIONS: PR = Percentile Rank
NCE = Normal Curve Equivalent

NOTES: All entries represent appropriate averages derived through scale scores
Results are reported as NC/US; for Median Natl Indv PR and NCE, the US median is 50
Percentiles are derived from the distribution of individual scores rather than the distribution of group averages
The North Carolina Department of Public Instruction cites data from the "Grade Mean Equiv" and "Median Natl Indv PR" columns when reporting results

[a]Based on public schools' total population and includes most handicapped students
[b]For grade 1, the test publisher only reports scores for the Language Expression sub-test; therefore, a score is cannot be derived for Total Battery
[c]Consists of Total Reading, Total Language, and Total Mathematics

SOURCE: "North Carolina Annual Testing Program, Report of Student Performance, Spring 1987," Research and Testing Services, North Carolina Department of Public Instruction.

NORTH CAROLINA--TABLE 2 OF 2
California Achievement Tests, Form E, normed 1985
Administered: Spring 1987

Frequency Distribution of Scores

Verbal Description	Stanine	US	Reading 1	Reading 2	Reading 3	Reading 6	Reading 8	Language 1[a]	Language 2	Language 3	Language 6	Language 8
well above average	9	4%	8%	8%	5%	4%	5%	---	10%	11%	6%	5%
	8	7	9	7	8	7	6	---	9	9	9	7
	7	12	13	12	12	11	11	---	14	12	13	12
slightly above average	6	17	18	17	18	18	17	---	17	20	20	19
average	5	20	17	18	20	20	21	---	18	17	20	19
slightly below average	4	17	13	17	17	21	18	---	14	16	16	19
well below average	3	12	10	11	11	12	12	---	10	9	10	11
	2	7	5	5	4	4	5	---	5	4	4	4
	1	4	7	5	4	4	5	---	3	3	3	3

Verbal Description	Stanine	US	Mathematics 1	Mathematics 2	Mathematics 3	Mathematics 6	Mathematics 8	Total Battery[b] 1[a]	Total Battery[b] 2	Total Battery[b] 3	Total Battery[b] 6	Total Battery[b] 8
well above average	9	4%	17%	12%	11%	10%	6%	---	12%	10%	7%	6%
	8	7	13	11	10	7	7	---	9	7	8	6
	7	12	12	17	14	13	11	---	14	14	13	12
slightly above average	6	17	18	19	18	18	19	---	18	18	17	18
average	5	20	16	16	18	20	20	---	16	17	20	22
slightly below average	4	17	10	11	14	16	19	---	13	16	18	18
well below average	3	12	7	7	9	9	11	---	9	10	9	11
	2	7	4	4	4	4	5	---	5	4	4	5
	1	4	4	3	2	3	3	---	4	4	4	4

[a]For grade 1, the test publisher only reports scores for the Language Expression sub-test; therefore, a score cannot be derived for Total Battery
[b]Consists of Total Reading, Total Language, and Total Mathematics

SOURCE: "North Carolina Annual Testing Program, Report of Student Performance, Spring 1987," Research and Testing Services, North Carolina Department of Public Instruction.

OKLAHOMA--TABLE 1 OF 1

Metropolitan Achievement Tests, Sixth Edition, normed 1985
Administered: March 1987

	Total Reading					Total Language					Total Mathematics				
Grade	Number Tested	Mean Raw Score	Mean Scaled Score	Median Grade Equiv	Natl PR-S of Mean NCE	Number Tested	Mean Raw Score	Mean Scaled Score	Median Grade Equiv	Natl PR-S of Mean NCE	Number Tested	Mean Raw Score	Mean Scaled Score	Median Grade Equiv	Natl PR-S of Mean NCE
3	40,941	81.3	615.4	4.6	62-6	40,807	44.0	602.7	4.2	60-6	40,869	60.2	588.7	4.2	61-6
7	38,518	61.3	671.6	8.0	55-5	38,258	48.5	649.0	8.1	57-5	38,266	62.3	655.5	7.7	56-5
10	39,318	52.7	686.7	9.7	52-5	38,830	49.9	673.2	11.0	56-5	39,316	34.1	680.2	10.0	51-5

	Total Basic Battery					Total Complete Battery				
Grade	Number Tested	Mean Raw Score	Mean Scaled Score	Median Grade Equiv	Natl PR-S of Mean NCE	Number Tested	Mean Raw Score	Mean Scaled Score	Median Grade Equiv	Natl PR-S of Mean NCE
3	40,304	185.7	600.6	4.3	62-6	40,020	242.4	597.9	4.4	64-6
7	37,641	172.5	658.0	8.0	58-5	37,517	230.5	651.6	8.0	58-5
10	38,223	137.0	681.1	10.6	54-5	37,640	195.5	675.6	10.9	55-5

ABBREVIATIONS: PR-S = Percentile Rank-Stanine
NCE = Normal Curve Equivalent

NOTES: Students with individualized learning plans are not required to participate in the testing program
The Total Basic Battery consists of Total Reading, Total Language, and Total Mathematics
The Oklahoma Department of Education cites data from the "Natl PR-S of Mean NCE" column when reporting results

SOURCE: "Oklahoma School Testing Program, Summary Report: 1987," Oklahoma Department of Education.

SOUTH CAROLINA--TABLE 1 OF 3

Comprehensive Tests of Basic Skills, Form U, normed 1982
Administered: March 1987

		Reading				Language			
Grade	Number Tested[a]	Median Grade Equiv[b]	Mean Scale Score	Median Natl PR	Mean NCE	Median Grade Equiv[b]	Mean Scale Score	Median Natl PR	Mean NCE
4	44,946	4.9/4.7	675.1	56.1	55.1	5.2/4.7	681.9	64.3	59.1
5	42,831	5.7/5.7	699.9	50.9	51.8	6.7/5.7	696.1	59.4	56.5
7	46,123	7.8/7.7	729.3	50.7	51.7	8.7/7.7	716.3	59.3	56.7
9	50,386	9.4/9.7	756.2	46.5	48.2	10.1/9.7	724.6	53.5	52.6
11	38,670	10.8/11.7	772.3	44.4	46.7	12.9/11.7	750.3	63.7	56.0

		Mathematics				Battery Total[c]			
Grade	Number Tested[a]	Median Grade Equiv[b]	Mean Scale Score	Median Natl PR	Mean NCE	Median Grade Equiv[b]	Mean Scale Score	Median Natl PR	Mean NCE
4	44,946	5.3/4.7	681.8	67.6	60.7	5.1/4.7	679.7	61.2	57.9
5	42,831	6.4/5.7	696.3	64.2	58.3	6.0/5.7	697.4	54.4	54.3
7	46,123	8.3/7.7	718.0	62.6	56.9	8.0/7.7	721.3	55.4	54.8
9	50,386	10.3/9.7	730.6	57.7	53.1	9.7/9.7	737.3	50.6	51.0
11	38,670	12.9/11.7	738.6	58.1	52.4	12.2/11.7	753.8	54.1	51.7

ABBREVIATIONS: PR = Percentile Rank
NCE = Normal Curve Equivalent

[a]Includes handicapped students
[b]The publisher of the Comprehensive Tests of Basic Skills treats the third week in March as month 6; the South Carolina Department of Education uses month 7 because schools in South Carolina start earlier than most schools in the nation; results are reported as SC/US.
[c]Consists of Reading, Language, and Mathematics

NOTE: The South Carolina Department of Education cites data from the "Median Natl PR" column when reporting results

SOURCE: "South Carolina Statewide Testing Program, 1987 Summary Report," South Carolina Department of Education.

SOUTH CAROLINA--TABLE 2 OF 3
Comprehensive Tests of Basic Skills, Form U, normed 1982
Administered: March 1987

Percentages of Students in Each Quartile of
National Normative Distribution

Grade	Number Tested[a]	National Quartile[b]	Reading	Language	Mathematics	Battery Total[c]
4	44,946	76-99	29.5%	37.4%	40.9%	34.1%
		51-75	27.2	27.5	26.4	26.8
		26-50	29.0	23.6	23.1	25.3
		1-25	14.3	11.4	9.6	11.8
6	42,831	76-99	24.1	33.4	38.6	27.9
		51-75	26.1	25.8	31.1	26.7
		26-50	31.4	27.5	22.5	30.7
		1-25	18.3	13.4	10.8	14.8
7	46,123	76-99	23.7	33.3	33.8	28.8
		51-75	26.5	27.5	30.1	27.4
		26-50	30.9	26.0	22.9	28.6
		1-25	18.8	13.2	13.3	15.2
9	50,386	76-99	21.1	29.6	29.7	26.5
		51-75	24.6	23.5	27.4	23.7
		26-50	26.3	23.5	21.2	24.6
		1-25	28.0	23.4	21.6	25.3
11	38,670	76-99	19.7	35.7	27.6	28.3
		51-75	24.9	27.8	31.9	25.1
		26-50	23.4	19.1	19.4	22.5
		1-25	32.0	17.4	21.0	24.1

[a]Includes handicapped students
[b]The national percentile ranges of 76-99, 51-75, 26-50, and 1-25 represent the upper, upper middle, lower middle, and lower quartiles of the national distribution, respectively
[c]Consists of Reading, Language, and Mathematics

SOURCE: "South Carolina Statewide Testing Program, 1987 Summary Report," South Carolina Department of Education.

SOUTH CAROLINA--TABLE 3 of 3

Comprehensive Tests of Basic Skills, Form U, normed 1982
Administered March 1987

Percentages of Students
Above the 50th National Percentile

Grade	Reading	Language	Mathematics	Battery Totals
4	56.7%	64.9%	67.4%	62.9%
5	50.2	59.2	66.8	54.5
7	50.2	60.7	63.8	56.2
9	45.7	53.1	57.1	50.1
11	44.6	63.5	59.6	53.4

•Consists of Reading, Language, and Mathematics

SOURCE: "South Carolina Statewide Testing Program, 1987 Summary Report," South Carolina Department of Education.

TENNESSEE--TABLE 1 OF 1

Grades 2, 5, 7: Stanford Achievement Test, Seventh Edition, normed 1982
Administered: Spring 1987

Grades 9, 12: Stanford Test of Academic Skills, Level 2, normed 1982
Administered: Grade 9--October 1986
Grade 12--February 1987

National Percentile Rank of Mean Scaled Score
(based on large group norms)

Grade	Number Tested[a]	Reading	Language	Mathematics
2	61,571	64	86[b]	86
5	56,512	52	66	68
7	60,922	50[c]	68	64
9	62,837	48	64[d]	48
12	46,541	62	72[d]	60

[a]Includes students with Limited English Proficiency (LEP)
[b]Spelling
[c]Reading Comprehension
[d]English

SOURCES: "Tennessee Student Test Results for Stanford Achievement Test, Grades 2, 5, and 7, and Test of Academic Skills (TASK 2), Grades 9 and 12, Norm-Referenced Achievement Testing, Tennessee Better Schools Program," Tennessee Department of Education.
"Tennessee Student Test Results, Test of Academic Skills (TASK 2), Grade 9, October, 1986, Achievement Testing, Better Schools Program," Tennessee Department of Education.
"Tennessee Student Test Results, Test of Academic Skills (TASK 2), Grade 12, February, 1987, Norm-Referenced Achievement Testing, Tennessee Better Schools Program," Tennessee Department of Education.

TEXAS--TABLE 1 OF 1

Texas Educational Assessment of Minimum Skills equated with Metropolitan Achievement Test, Sixth Edition, normed 1985
Administered: Grade 1--April 1987
Grades 3, 5, 7, 9--February 1987
Grades 11, 12--October 1986

Predicted National Percentile Ranks

Grade	Reading		Writing		Mathematics	
	Students Tested	Predicted Natl PR	Students Tested	Predicted Natl PR	Students Tested	Predicted Natl PR
1	253,679	71	253,403	76	255,613	81
3	227,638	55	227,123	71	230,597	76
5	214,866	58	214,217	75	216,597	72
7	222,174	49	221,238	62	222,757	64
9	229,459	57	228,670	66	230,065	61
11	180,757	46	180,757	56	180,967	64
12	10,851	24	10,851	29	12,173	33

ABBREVIATION: PR = Percentile Rank

NOTES: Data are for all students tested
At grades 1 and 3, Spanish version of test is provided for students with limited English proficiency
Data for grades 11 and 12 are for exit-level test and include all students tested--those taking the test for the first time and those repeating the test

SOURCE: "Texas Educational Assessment of Minimum Skills Student Performance Results, 1987, Volume I--Statewide and Regional Results," Division of Student Assessment, Texas Education Agency, December, 1987.

VIRGINIA--TABLE 1 OF 1
Science Research Associates Achievement Series, Form 1, normed 1978
Administered: March-April 1987

National Percentile Ranks
of State Average Scores

Grade	Number Tested	Reading	Language Arts	Mathematics	Educational Ability[a]
4	67,567	58	62	61	58
8	69,364	55	58	67	62
11	67,214	60	61	67	65

[a]Provides estimate of general learning ability

SOURCES: Scores--"Virginia State Assessment Program, 1986-87," Virginia Department of Education.
Number Tested--Unpublished information; personal communication with Lois Rubin, Division of Testing, Virginia Department of Education, April 1988.

WEST VIRGINIA--TABLE 1 OF 1
Comprehensive Tests of Basic Skills, Form U, normed 1981
Administered: Grades 3, 6--April 1987
Grades 9, 11--October 1986

Mean National Percentile Ranks

Grade	Number Tested[a]	Total Reading	Total Language	Total Mathematics	Total Basic Skills[b]
3	23,961	61	72	54	65
6	23,371	58	62	66	62
9	25,162	49	55	54	51
11	22,143	53	59	59	58

[a]Represents number of students included in computation of Total Basic Skills results
[b]Consists of Total Reading, Total Language, and Total Mathematics

SOURCE: Scores--"18th Report, State-County Testing Program, 1986-87 Results," Assessment Services Unit, Bureau of General, Special, and Professional Education, West Virginia Department of Education, Fall 1987.
Number Tested--Unpublished data; personal communication with Ray Miller, Assistant Director, Assessment Services Unit, Bureau of General, Special, and Professional Education, West Virginia Department of Education, April 1988.

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